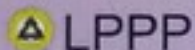
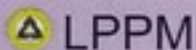


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Transformative Learning:

"Integrating Research into Teaching and Learning in Higher Education"
June 6, 2018

Certificate of Appreciation

is awarded to

Dra. Cecilia Titiek Murniati, MA., Ph.D.

in recognition of the valuable contribution as

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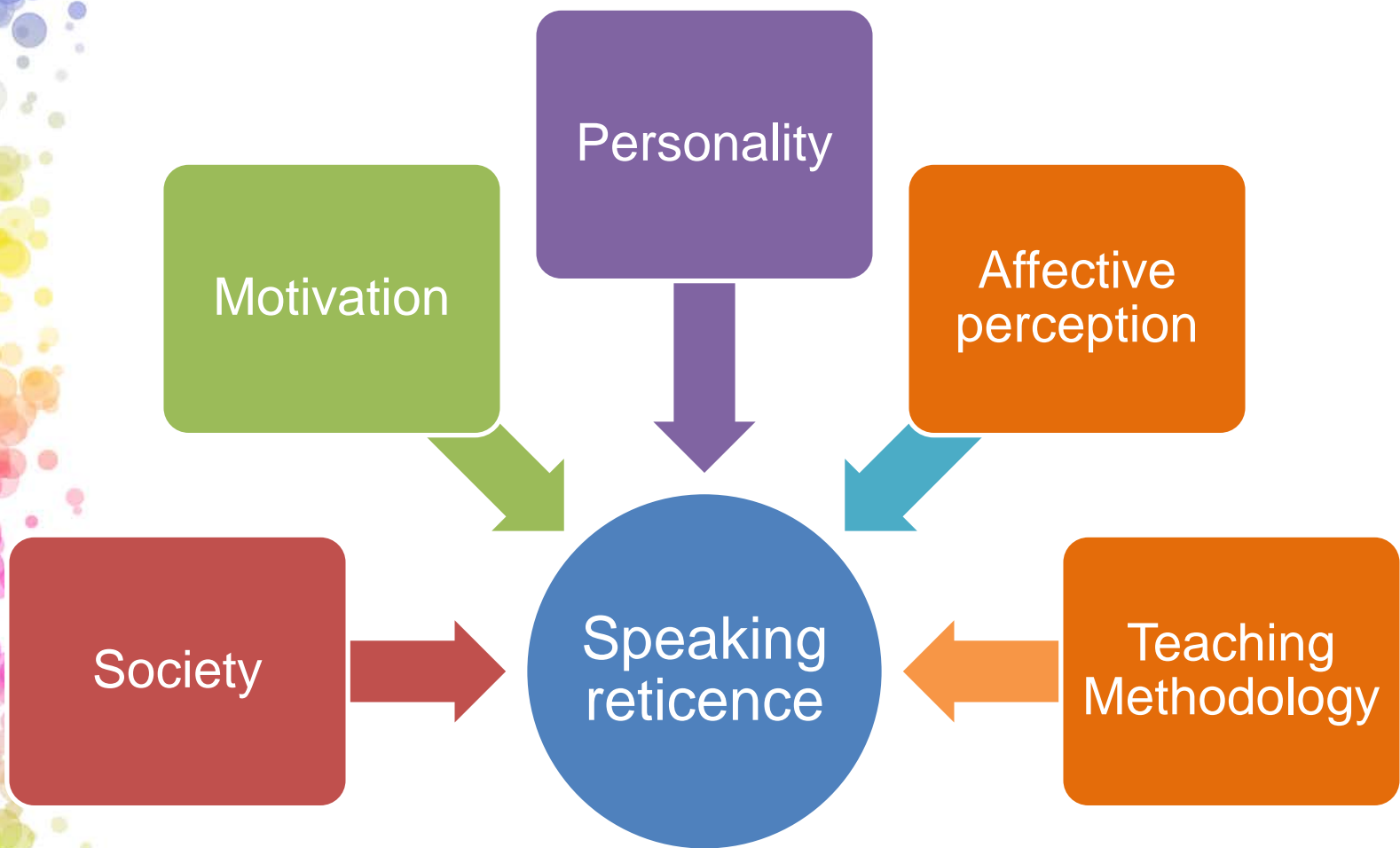
Speaking Reticence and Its Implications on Learning and Teaching

Cecilia Murniati



Introduction

- Reticence
 - Unwillingness to communicate because of the belief that it is better to remain silent than to risk appearing foolish (Keaton & Kelly, 2000)
 - Sometimes it is based on assumptions
- A reticent person
 - is unable to assess his/her own communicative competence
 - does not view himself/herself as a good communicator
 - Possesses an attitude that prevents the development of language skills (Liu & Jackson, 2011)





Introduction

- Asian students tend to have a higher level of speaking reticence due to Asian's belief system.
- The most common causes of reticence among Asian learners are:
 - Lack of confidence
 - Fear of losing face
 - Low target language proficiency
 - Lack of experience with oral communication
 - Personality



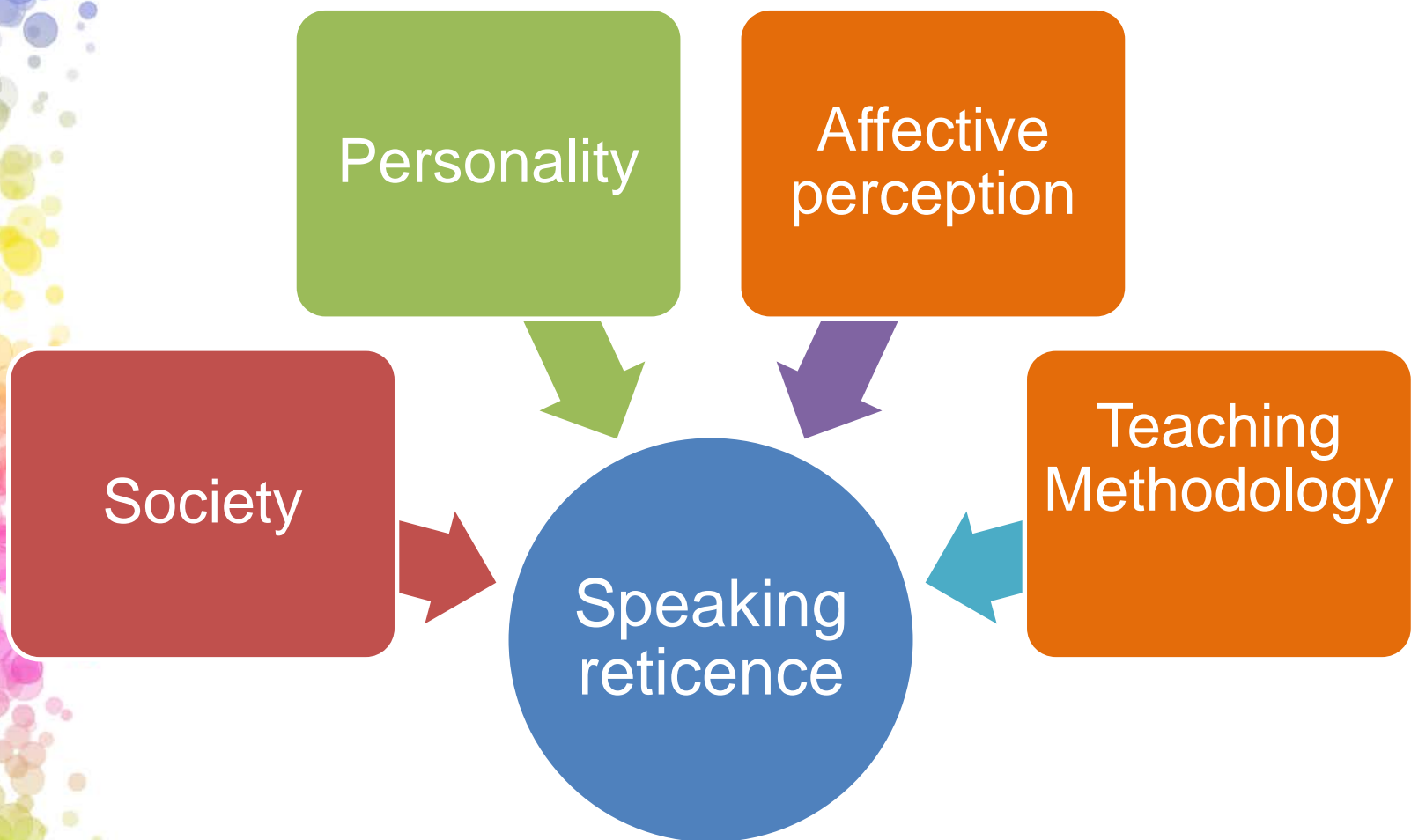
Research Questions

- What factors affect speaking reticence?
- What kind of support system do schools or colleges need to have?



Methods

- Qualitative (interviews)
- Quantitative (surveys)
- Middle school students and college students



Liu M., & Jackson J. (2011)



Findings

- Society
 - Teachers, peers, and parents
- Personality
 - Lack of confidence
 - Introversion tendency
- Affective perception
 - Unenthusiastic
 - Negativity towards teachers and materials
 - Perceived assumption of low target language proficiency



Findings

- Teaching methodology
 - Boring (delivery and material)
 - Not enough time to prepare
 - Too many materials
 - Less exposure to English-speaking culture



Implications

- Teachers
 - Providing ample direct or indirect feedback
 - Reinforcing examples of accurate form and functions
 - Giving compliments and praises
- Peers
 - Instilling mutual respect and encouragement



Implications

- Teaching methods
 - Sufficient preparation (preferably outside of classes)
 - Fixed pairings
 - Supportive classroom-learning environment
 - Integrating technology (vlogs, podcasts) to increase self-confidence

Support systems

- More exposure to authentic materials
- English speaking day (it is easier said than done)
- Encouraging peers and teachers
- More practice work outside of class.
- Better and improved echnological tools

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